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We are sorry to see a ruling by the State superintendent of Wisconsin, to the effect that when a school is closed to prevent the spread of a contagious disease the teacher's salary stops during the time so lost. This does not conform to the general practice in such cases, and it has been held by the courts of other States that when school is suspended because in the judgment of the board of education, sanitary reasons render it advisable, the teacher's salary continues; and it does not lie in the power of the board to require him to teach after the period named in his contract in order to make up lost time. A dispute of this kind came up in Lansing, Mich., about a year ago, if we are not mistaken, in which the board undertook to exact of the teachers that they continue school after the end of the regular school year, to cover time lost by a vacation ordered by the board, and the matter ended in the discomfiture of the latter. The same question has been up in Iowa, and has been settled in the teachers favor. Actual sickness is held to be the "act of God," but dismissing school as a precaution against the spread of an epidemic is the act of man, which he has no right to perform at the cost of one of his fellows.

### TEACH THE CHILDREN TO BE SAVING.

The civilized world has again and again expressed astonishment at the ease with which France canceled the enormous indemnity exacted from her by the Germans at the close of the late Franco-German war. After having suffered the destruction of her armies and the greater part of her material of war, amounting to many millions, after having endured almost, if not quite, as great loss in the damage of property, and after having been despoiled of two of her fairest and richest provinces, she was compelled to pay five millions, or five billion francs, as a war indemnity to Germany. She negotiated for three years in which to cancel this enormous debt, and the world looked on with a feeling of commiseration, believing, with Count Bismarck, that France would be financially crippled not less than a quarter of a century, at least so far as to be unable to expend any great

sum on armaments. What was the amazement then of the nations when France not only asked no extension of time, but, without going beyond her own borders to float her bonds, actually anticipated the payment of the last installment by nearly a full year. Not only this, but she reorganized her army and navy within the same period, so as to render them substantially stronger than when the war began, and expended more for public schools than she had ever done in any equal period of her previous history. What was the secret of this wonderful national vitality and financial elasticity? Beyond question, it lay in the almost universal thrift and frugality of the French people. When the curiosity of the world was excited to learn how the feat was accomplished, and the political scientists of all lands set themselves at work to discover the hidden springs of the nation's wealth, it was ascertained that there was scarce a peasant, a miner, a factory hand, a shop clerk or a day laborer in all France who had not laid by a part of his annual earnings in savings banks, government *rentes*, stocks, or old stockings; so that when Fatherland called for money to rid itself of the hated and humiliating German occupation by payments of the deferred installments of the war indemnity, and offered its own pledges for sale, they were seized by the people with the greatest avidity. In every instance the subscriptions to the loan far exceeded the amount called for. That which added to the general astonishment was the fact that a large proportion of the loan was taken by the common people.

### FRANCE HERSELF, WAS SURPRISED

at the volume of her children's savings, and the intensity of their love and faith. The golden sands of Pactolus were insignificant compared with such a stream of riches as this.

But how happened these peasants, artisans, clerks and laborers to hold such an enormous amount? Indeed, it did not happen, at all; and this fact adds immensely to the interest we should feel in the matter. In no sense could the possession of this wealth by these classes of people be regarded as a happening, a mere fortuity. It was the result of causes, and causes that men everywhere should understand. It came about, first of all, through education. Part of this education was imparted in pure selfishness, by the old feudal landlords of France, the most exacting set of landlords that ever ground the industrial classes of any land under the heel of relentless greed. If any school could teach a people the least possible moiety of earnings upon which a mortal can subsist, it was such a school as the industrial classes of France spent all their lives in, until the revolution of 1789-90 exploded like a mine of dynamite under that terrible tyranny, and utterly abolished the old system of land tenure and feudatory exactions. In most lands, and with most peoples, such a radical change as came to the industrial classes of France would have been followed by profligacy; but in their adversity they had learned not only to endure poverty, but to endure it with moral fortitude and to offset as far as possible the extortions of their rulers by systematic frugality. This they did not abandon when the change of government came, but they resolved to make it the means of laying up something for themselves and their children, whom they trained up to the exercise of the same virtue. With all their exuberance of gaiety,



no people can be more abstemious than the common people of France, and probably no other race equals them in the knowledge of how to make the most of everything that enters into the consumption of a family. Cooking, sewing, knitting, spinning, weaving, lace work, designing, and other industries are taught in the most careful manner, not only at home, but in schools taught by adepts. Under all lie the two prime studies, first, how to make the most out of a given amount of material; and, second, how to husband one's earnings. Not satisfied with home instructions for the inculcation of this latter virtue, they dignified it by making it a branch of school instruction; so that with the arithmetic of accounts and abstract exhortations to economy and thrift, French children are trained in the schools to practice these lessons by depositing part of their earnings out of school hours, and a part of the spending money granted them by their parents in school savings' banks. The habits inculcated in this way are of far greater value than the amount husbanded. In after years, these habits manifest themselves in all their expenditures; and right here is discovered one of the hidden springs which refreshed France, when she was called to pass through the fiery Sahara of afflictions into which she was led by the ambitious and corrupt regime of the Empire.

We will close this article by the following extracts from an article in a recent number of the *Chicago Inter Ocean* embodying information procured by its Washington correspondent from the Bureau of Education.

#### SCHOOL SAVINGS BANKS.

The establishment of school savings banks is originally a French idea. The first school savings bank was established by M. Dulac, a teacher of Mans, on the 4th of May, 1834. From 1836 to 1840 school savings banks were established at Amiens, Grenoble, Lyons, Paris, Perigueux, and several other French cities. The first penny bank in England was established at Greenock in 1837. School savings banks were established at Verona (Italy), in 1844; in Saxe-Weimar and Wurtemberg, in 1846; in Prussia and Switzerland, in 1851; in Hungary, in 1860; in Belgium, in 1839. In France the number of school savings banks is 10,261, with 213,135 depositors. The school amount deposited is 4,246,613 francs. Statistics of school savings banks in other countries are still wanting. The following is an account of the method employed by M. Laurent, the founder of school savings banks in Belgium:

In the fall of 1866 M. Laurent, professor at the University of Ghent, called a meeting of some of the directors of the city schools. He told them that saving must be taught, like virtues, by practice. Children are the best agents of social reform. The future laborers must learn the great importance of small savings. While small savings are of great value to all the children, they are especially so to the children of the poor, who receive more pennies than larger coins, and to whom the habit of saving will be the only means of success in later years.

M. Laurent thoroughly explained his plans to the directors, and he then went from school to school, to give the children lessons of economy. In October, 1866, two communal schools of Ghent had each a savings bank, and, thanks to the encouragement on the part of the communal council, the city school commission, and two liberal societies, the savings banks have been introduced into all the city schools. Of the 45,000 pupils of those schools more than 13,000 have deposits each exceeding one franc.

From Ghent the savings banks spread over the whole country, and the Belgian system was later introduced in several places in Germany, Holland and Italy.

The following is the method of M. Malarce in France:

After having made arrangements with the nearest savings bank, the director of the school informs his pupils that he is ready to receive their small savings (the amount of deposit must

not exceed 5 francs), and that as soon as the deposits amount to 1 franc he will transfer them to the regular savings bank.

The director fixes a day in each week when, at the beginning of the school, deposits will be received. He has before him a register, in which he enters the names of depositors, and the amount deposited. Each pupil keeps a duplicate account on a single sheet of paper with sufficient columns for the whole year.

The above is the simple process—as far as the school-room is concerned. The transactions outside of the school-room—the relations with the savings banks—are also very simple. In the beginning of every month the teacher adds the deposits of every pupil, and in case they exceed one franc, he deposits the even francs at the savings bank, and keeps the amounts of less than one franc on the register of the school savings bank.

The bank-books of the depositors are kept by the teachers as long as the pupils attend school. When a pupil leaves school, the book is handed over to his parents or guardians.

No pupil can withdraw a part, or the whole of his deposit, without the consent of his parents or guardians.

#### WHY IS IT?

Passing along the street the other morning, we witnessed a little incident that set us to thinking. Two little tots, six and seven years of age perhaps, were making their way along the muddy street on some domestic errand intent, apparently, for the eldest carried a pitcher in his hand. But their minds seemed to be less intent upon their errand, than upon finding the loveliest mudholes on the dirty crossings. Coming to a wide pool of water about two inches deep, they paused a moment in rapturous delight, then both deliberately walked right through it. Our natural instincts arose in wrath at the sight, and we exclaimed, for we were now by the side of the youngsters, "You shouldn't do that, you'll get your feet wet, and catch cold."

For reply to this warning, the saucy little pair looked up at us, their eyes twinkling with mischief, and the elder replied: "All right, then we would not have to go to school."

We had not time to deliver a homily to the little reprobates, so we walked on, leaving them to their delectable search for mud-puddles and influenza, and as we walked we pondered on the question, "Why is it that children are so eager to escape going to school?"

Then memory carried us back to the days of our childhood. Days when a sprained ankle, was regarded by us as an occasion for special thanksgiving, and an influenza and sore throat were sources of joy—if they kept us home from school. And it was remarkable how serious our ailment was while the decision concerning our going to school was still in abeyance, and how soon the frightful nature of the symptoms was assuaged when the question was decided in the negative. A sprained ankle that would not carry us half a rod on the way to school without causing howls of anguish, would permit us to walk at quite a rapid pace and with but slight discomfort over into the meadow to hunt for woodchucks, or half a mile down the creek to look at muskrat traps. Did we hate to go school? Oh, no; not at all. We liked to go well enough, seeing we *had* to; but it was so awfully jolly not to have to. We would do anything in the world for a legitimate excuse to stay away. Though we must admit that when we were kept away from school to hoe potatoes, the matter assumed a different aspect, and the dizzy little purgatory on the hill had unwonted attractions for us.

Well, why is it? For this is the query to be answered. Is it anything more than the wonted revulsion of perverse human nature against doing what it is bidden to do? The undisciplined spirit loathes compulsion (witness the case of hoeing po-

tatoes mentioned), and many an infant wants no better reason for objecting to any duty than the fact that it has been commanded to perform it. Human nature resents the imperative mood, says some one. By the way, we have seen some parents who tried the persuasive mood, and the result was even less successful than the other.

But we think that the feeling with which children regard school has not its rise so much in rebellion of the spirit, as of the flesh. The aversion of the young and growing child to the confinement of the school-room is but the protest of its healthy instincts against the unnatural artificiality of its atmosphere. What he dislikes is not school considered as a place where he is compelled to commit certain tasks to memory, but a place wherein he is held in durance vile for five or six mortal hours. Where he is compelled to sit or stand in one position until every muscle of his body aches with its need of movement. Where every natural action is restrained, and artificial speech and movement are forced upon him. Not long since, we made a plea in the WEEKLY for more of the home element in our schools, especially our primary schools. At home, the child is free and happy; in school, he is "curtailed, cribbed, confined," and, naturally, wretched. Cannot we make our schools more like happy, well-managed homes? Cannot we sacrifice a few of our unyielding methods, our cherished military devices, for the sake of rendering our children more happy in their school duties. Schools ought to be, they might be, real gardens of delight to the children who dwell in them. Let us advocate some such rational reforms.

#### HINTS FROM ACROSS THE SEA.

*Special Correspondence of The Weekly.*

WASHINGTON, March 28.—We have organizations in this country for the prevention of cruelty to animals. This is well, but in Europe they do still better, they make the treatment of animals a subject of school instruction. Technical schools engage the attention of THE WEEKLY, so I have been pleased to notice. I send you a memorandum showing the course of study in Milan.

#### SCHOOL INSTRUCTION IN KINDNESS TO ANIMALS.

An official report, received by the Bureau of Education, from the French Minister of Public Instruction, contains the number of societies for the protection of animals. These societies have been established in connection with primary schools, but their exact number was not known until recently. The Minister of Public Instruction directed the school inspectors to ascertain the number of these societies in each department and to lay the results before him. It is very encouraging to see that the French people begin with the young, as it is very doubtful whether the lectures to grown people will have the same lasting effect. Nine hundred and ninety-six societies have been established already, and they will doubtless soon be found in every Commune.

In the German countries there are no societies in connection with schools, but the teachers make from time to time remarks on the subject of protecting animals. Cases of cruelty to animals on the part of the pupils are promptly punished at school, or reported to the Mayor of the city.

There is less cruelty to animals in Europe than in America, because the European children are early taught that animals are very useful gifts of God, which must be treated kindly.

#### THE SUPERIOR TECHNICAL INSTITUTE OF MILAN.

The Bureau of Education has received the programme of the

Superior Technical Institute of Milan for the year 1880-81. This famous school, which is supported by the State, the province and Commune of Milan, has the following sections:

1. The general, or preparatory section.
  2. The section of civil engineering.
  3. The section of industrial engineering.
  4. The section of architecture.
  5. The normal section for the future teachers of mathematics, physics, chemistry and natural sciences in technical schools.
- The general or preparatory course lasts two years, and each of the other courses three years. The school has the following collections and laboratories for the use of the professors and students:
1. A technical library.
  2. A collection of machines and models of machines.
  3. A collection of architectural models.
  4. A collection of raw materials.
  5. A laboratory of technological chemistry.
  6. A laboratory of technological physics.
  7. A collection of topographical instruments.
  8. A botanical garden.
  9. A collection of natural history.
  10. A collection of drawing models.

The Director for the present year is Prof. Francesco Brioschi.

#### MEDICAL COLLEGES AND WOMAN.

Our allotted task is completed, yet we cannot close this address without a brief survey of the present period, in which the facilities afforded women in all branches of learning contrast strongly with the formerly well nigh insurmountable impediments and obstacles.

Women desirous of acquiring medical knowledge are no longer obliged to disguise themselves in male attire, like Agnodice, the Athenian, nor are practitioners liable to suffer the penalties of the law for their works of benevolence and charity. In 1880 the young woman with aspirations for intellectual culture finds open to her such excellent training-schools as Holyoke, Wells, and Rutgers, such noble institutions as Vassar, Smith, and Wellesley. Does she not shrink from contact with her brothers, she may gain entrance into many universities, either expressly founded in a liberal spirit, as Oberlin, Cornell, and Ann Arbor, or which have yielded to the steady pressure of public opinion, and now open their doors more or less widely to the gentler sex. To enumerate the latter would be tedious and unprofitable; suffice it to say that even venerable and aristocratic Harvard has lately joined the number, and our own Columbia, should her President's views prevail, will not be slow to follow.

The young woman who seeks intellectual training of a more technical character, with a view to adopting a professional career, will find many avenues opening up with constantly increasing privileges and facilities. The student in art, thanks to the philanthropy of our venerable citizen, Peter Cooper, can, without incurring expense, acquire a knowledge of designing or of wood-engraving, which will hardly fail to secure for her a competence. The student in biology will receive her share of attention at a summer school of science held on our Atlantic seaboard, or in connection with some enterprising institution of learning. The student in pharmacy and chemistry can conduct her researches on an equality with men, or, if she prefer, in laboratories controlled and officered in large part by women themselves.

The student in medicine now gains access to medical colleges in nearly every State in the Union, and the legitimacy of her pursuit, as well as her ability to grapple with it, gains increasing advocates. She is no longer regarded as "too good and too stupid to study medicine." The candidate for medical honors also finds in Boston, Philadelphia, New York, and Chicago, well-appointed schools of medicine especially adapted to her needs, with corps of trained and sympathizing instructors ready to lend a helping hand.

Looking across the Atlantic, we find countries so lately intolerant of the intellectual advancement of woman at last yielding, not always gracefully, to the inevitable. The little republic of



Switzerland and the mighty empire of Russia have for many years manifested practical sympathy with the cause; and now, slowly yet surely, conservative England begins to recognize the fact that the Anglo-Saxon race, with its boasted love of liberty, has been neglectful of its duty to womankind.—*Popular Science Monthly*.

### HOW TO GET STRONG.

We clip the following paragraphs from a capital book with the above title, by Wm. Blaikie, a Scotch physician of note. It is worth the careful notice of all teachers who do not as a rule appreciate the value of good health:

"In the 1877 and 1878 annual report of Harvard College, President Elliot, who has been exceptionally well placed to observe several thousand young men, and to know what helps and what hinders their intellectual progress, adds his valuable testimony to the importance of vigorous health and regular physical exercise to all who have or expect to have steady and severe mental work to do. Busy professional men may well heed his words. Speaking of the value of scholarships to poor but deserving young men, he says: 'If sound health were one of the requisitions for the enjoyment of scholarships, parents who expected to need aid in educating their boys would have their attention directed in an effective way to the wise regimen of health; while young men, who had their own education to get, would see that it was only prudent for them to secure a wholesome diet, plenty of fresh air, and regular exercise.'

"A singular notion prevails, especially in the country, that it is the feeble, sickly children who should be sent to school and college, since they are apparently unfit for hard work. The fact that in the history of literature a few cases can be pointed out in which genius was lodged in a weak or diseased body is sometimes adduced in support of the strange proposition that physical vigor is not necessary for professional men. But all experience contradicts these notions. To attain success and length of service in any of the learned professions, including that of teaching, a vigorous body is well nigh essential. A busy lawyer, editor, minister, physician or teacher has need of greater physical endurance than a farmer, trader, manufacturer or mechanic. All professional biography teaches that to win lasting distinction in sedentary, indoor occupations, which task the brain and nervous system, extraordinary toughness of body must accompany extraordinary mental powers." L.

### AN EXPERIMENT.

*Editor of The Weekly:*

It is related of Bishop Wilberforce, that on one occasion he spoke two hours on three successive days upon the same subject without notes and without the repetition of a single thought. On being asked how he could do this, he replied that his father in his boyhood was in the habit of giving him a subject to study. After a sufficient time, without having been allowed to write a word, he was required to tell his father all he had learned or thought upon the topic. In this way he became one of the most able orators of the age. Being called upon lately in a teachers' gathering to take part in a debate, I was obliged with shame to excuse myself, not because I had no thoughts upon the question, but because I had not the confidence to face the small audience, nor the ability to express my thoughts before them. I mentally inquired whether teachers could not on a small scale repeat the experience of Wilberforce and train their scholars to be ready and fluent speakers. It seems to me a great defect in most schools that children are not taught to do many things which are to be of the utmost importance to them in future every-day life. In how few schools, for example, have children been taught to write letters, and yet it is one of the most needed branches of knowledge. There are many who are familiar with

languages and sciences who cannot write a respectable letter because they were never taught. So with the art of quick and ready expressions of their own thoughts in public.

The only form in which this seems to be cultivated in schools is in the debate, and this is, as far as my observation goes, only in the high schools, and only the boys take part, while the girls read essays and selections or give recitations. As a large majority of scholars do not enter the high schools, and as women in their constantly enlarging fields of usefulness have great occasion to be ready speakers, it seems as if the training should begin in the primary department and be continued through the grades. Acting on this opinion, I have begun the experiment with my scholars, who are from 5 to 8 years of age. I gave them a question two or three days previous, took a vote as to their opinions, and told them I should expect each one to come forward and give at least one reason for his opinion. The first question was: Which is the better season, summer or winter? At the appointed time each one was called forward, opposite sides alternately, and required to state in good language his or her judgment on this question, with reasons, the teacher, meanwhile, noting them. At the close the reasons were repeated and a new vote taken, the decision being in favor of summer. The second question was, Which is the more useful, a horse or a cow? They are now considering this subject, and the question will be rationally answered in a few days. This is as far as the experiment has gone, but it already promises to prove successful in developing both the reasoning faculties and the use of language.

I have written this hoping it may lead other teachers to use or improve upon these suggestions, feeling sure that a multitude of those who would be otherwise timid and hesitating in speech will be improved by it. Z.

## MATHEMATICAL DEPARTMENT.

EDITOR, DAVID KIRK, JACKSON, MINN.

### RATIO.

EDUCATIONAL WEEKLY.

I would like an answer to this question and a reason for the same: what is the ratio of 2 to 6? Is it 3 or  $\frac{1}{3}$ ? As authors differ, which method should we adopt? W. L. LINDERMAN.

According to the English mathematicians, the antecedent is a dividend, and the consequent a divisor. The French mathematicians regard the antecedent as the divisor. Either way strictly followed is right, for it is obvious that if we wish to find the relation of two quantities as regards their magnitude, it is immaterial whether we say the first is  $\frac{1}{3}$  the second, or the second 3 times the first; but we hold that it is more convenient, and more philosophical, to consider the antecedent the dividend.

Some of the arguments in favor of the opposite view are as follows:

"In examples in the Rule of Three, the answer sought is the fourth term. To find it we multiply the third term by the ratio of the first to the second. The first term being always the divisor, the rule would not work, were we to consider the ratio the quotient of the first term divided by the second." We reply to this argument, the Rule of Three is an arbitrary arrangement of our grandfathers.

The unknown term may as well be the third as the fourth; as well the first as either. Any term may be the term sought. Therefore, the rule might read: Make that number which is the

same in kind as the answer required, the *fourth* term. Arrange the other two terms accordingly, and divide the product of the extremes by the given mean. In this case the above objection would not prevail.

Again, it is claimed the antecedent is not the dividend in the progression 2, 4, 8, etc., which may be written  $2:4::4:8$ . We reply, it is true, the ratio of the progression is 2, but we are at liberty to regard it as the *inverse* ratio of 2:4, and such, indeed, it is. The objection, last given, is put forward as the strongest, by the advocates of the French view of ratio; we think it has no weight at all.

Again, it is said, in speaking of concrete quantities, that we may form the proportion; unit of measure: quantity::1: numerical value; then we divide the second term by the first; but if we divide the first by the second, we must write: quantity: unit of measure:: numerical value: 1 thus reversing all the processes of the Rule of Three. This argument has already been answered. It is strange that the rule of three, and proportion, should be regarded as synonymous terms.

We might form the proportion, 2 horses: 3 horses:: 4 bushels of oats to 6 bushels of oats. By alternating the terms, the proportion would read, 2 horses: 4 bushels of oats:: 3 horses: 6 bushels of oats, which is just as true as the other, for the ratios are, after all, between abstract numbers.

It is necessary to give only one reason for preferring to call the antecedent the dividend. In reading an expression of indicated division, the dividend is *always* read first. If we use the common sign of division, as in  $a \div b$ , the dividend is read first. If we write  $\frac{a}{b}$ , the dividend is read first. By erasing the horizontal line in the first mentioned sign of division, we get the sign of ratio. It is desirable, then, to regard the antecedent as the dividend. When we see the expression 2:6, we understand by it, that it inquires, "what is the relation of 2 to 6?" In other words, how does 2 compare with 6? It certainly is not as large as 6. What part of 6 is 2? Two is  $\frac{1}{3}$  of 6.

Suppose a man were to ask, "How does London compare with New York?" Would we answer him by saying, New York is  $\frac{1}{3}$  as large as London? Certainly not. We would say, London is 3 times as large as New York. This would be a *direct* answer, that would be *indirect*; just as every ratio is indirect, when the consequent is taken as the dividend.

#### PROBLEM BY J. W. McCLURE.

A piece of land is 20 rods long: At one end it is 6 rods 10 feet, at the other 5 rods, 6 feet, 8 inches. What length should be cut off the small end to make one-fourth of an acre?

To make the solution general:

Put  $l$  = length = 20 rods.

Put  $b$  = broad end =  $6\frac{2}{3}$  rods.

Put  $n$  = narrow end =  $5\frac{8}{9}$  rods.

Put  $a$  = area to be cut off = 40 square rods.

Let  $x$  = distance to take from small end.

Then  $\frac{(b-n)x}{l}$  = divergence of lines on part to be cut off.

Half of this divergence added to narrow end gives  $n + \frac{(b-n)x}{2l}$

= average width of piece to be cut off.

This multiplied by length of piece to be cut off gives its area.

$\therefore \left[ n + \frac{(b-n)x}{2l} \right] x = a$  from which  $x^2(b-n) + 2nlx = 2al$ . By rule for complete quadratics this readily gives the general formula

$$x = \frac{-nl \pm \sqrt{n^2l^2 + 2al(b-n)}}{b-n}$$

Introducing values of  $l$ ,  $b$ ,  $n$ ,  $a$ , and performing operations indicated we readily find

$$x = \frac{-2140 \pm \sqrt{4991440}}{13} = 7 \text{ rods } 4 \text{ feet, Ans.}$$

MINONK, ILL.

D. H. DAVISON.

The above solution gives an answer two feet larger than that found by other correspondents, but if incorrect it is plainly a matter of inadvertence.

Notice that Mr. Davison's solutions are always *general* solutions, and in this respect worthy of imitation.

#### GENERAL NEWS OF THE WEEK.

The Conservatives in the British Parliament met with an overwhelming defeat on their motion to censure the Gladstone ministry for the evacuation of Candahar. The majority of the government was a net 100 votes. Not satisfied with this overthrow, the Conservatives have moved a vote of censure of the government for making peace with the Boers in the immediate wake of a bloody defeat. In fact, however, this treaty does Great Britain the highest honor. It shows that it is possible for a civilized power, when it is convinced that it is committing an act of oppression, to retreat, even at the risk of some loss of military prestige. Oscar de LaFayette, a grandson of General LaFayette, whom President Grevy had selected to be present at the centennial celebration of the surrender of Yorktown, next fall, is dead, at 85. He was a Senator of France, and an able one.

The Porte has sent its ultimatum to Greece, agreeing to cede the greater part of Thessaly and the island of Crete, but no part of Albania. It is almost certain that Greece will decline this proposition, and it threatens to appeal to arms at once. The Sultan has called upon Egypt for a contingent of Egyptian troops in case of actual hostilities.

Ex-Governor Seymour says: "I hear men at Albany from St. Lawrence and Chautauqua and Orange counties, declaiming against the canals and denying that these counties derive prosperity from them. Yet the canals have afforded the means from which these very men's salaries are paid at Albany. They have contributed more than any other cause to the growth and wealth of New York city, which not only pays so large a part of the school tax that \$1,000,000 derived from her tax assessors is divided every year among other counties for school purposes but actually pays almost half of the expenses of the State government."

Since Natal was wrested from the control of the Boers they have been very desirous of making railway connection between the Transvaal and some good seaport to constitute an outlet for the rich products of their country, outside of the jurisdiction of "the hated English." They thought they had attained this object by negotiations, entered into so long ago as 1875, with the Portuguese, by which a railroad was to be constructed from the Transvaal to Delagoa Bay, through the district of Lourenco Marques. The British government, to head off this arrangement, has negotiated a treaty with Portugal by which the trade of that port will be virtually under British control. The railroad iron is already landed at Lourenco Marques, but it is now doubtful if the road will be constructed. The unpopularity of this act of the Portuguese ministry has led to such an outcry that the ministry has been forced to resign. The district of Lourenco Marques is laid down under that name on new maps. It stretches along the east coast from 26 degrees 30 minutes to the Inhampura river, including about one hundred and forty miles of coast and eighteen hundred square miles of territory. It has but one considerable town, few inhabitants, and no trade of importance. But the harbor is a good one, the situation is strategic, and in all probability the Lourenco Marques question will be heard of again.

A man by the name of Coleman, charged with participation in the attempt to blow up the Mansion House, the headquarters of the Lord Mayor of London, is believed to be on board the Australia, bound to this country. The British government has by telegrams to Halifax and other points on this side made arrangements intended to intercept the vessel and arrest Coleman before he sets foot in the United States.

The wife of Rev. Henry Ward Beecher was found at the close of the service last Sunday evening, sitting in the family pew, perfectly rigid and unconscious.



The Wisconsin Legislature has passed a bill to make the legal rate of interest 6 per cent., and by special contract 8 per cent.

Captain Eads has three parties of engineers at work on the Tehuantepec isthmus, exploring for his proposed ship railway. The Mexican chief engineer has reported to his government that the route and plan of Captain Eads is entirely feasible.

M. DeLesseps held a meeting of stockholders of the Panama ship canal, last week. His report of operations thus far was received with great enthusiasm. General Grant, Mr. Romero and Mr. Ulysses S. Grant, Jr., have started for Mexico, to see farther to the interests of the Nicaragua ship canal.

The United States Senate is at a dead lock on the question of changing the subordinate officers of that body. It meets, goes through a siege of dilatory motions, responds to the ayes and noes, and adjourns without being able to report progress.

President Garfield's "declaration to a friend" that he could not appoint a new man to a certain office because that office was not vacant, and he "should make no removals simply to make places for somebody else in cases where the incumbents are satisfactorily discharging their duties," suits the great body of the President's friends and supporters, whether it finds favor with the office cormorants or not.

Governor Porter has formally proclaimed that the several constitutional amendments submitted to the voters of Indiana, including the change of time for holding the State elections, from October to November, have been adopted.

It is asserted now that the President declines to call an extra session of Congress, to provide for the funding of the five and six per cent. government bonds, which the Secretary of the Treasury has the right to call in after next June. We shall see.

The bill that passed one branch of the Wisconsin Legislature, to tax all church property, was defeated in the other branch.

The tug-boat, O. B. Green, which got fast in the ice between the mouth of Chicago river and "the crib," more than a week ago, has at last been relieved from its perilous situation.

The Democrats of Chicago, have nearly unanimously nominated Carter Harrison for re-election to the mayoralty.

The Republicans have nominated John M. Clark, for Mayor of Chicago.

Ex-Secretary Evarts, and Ex-Senators Thurman, of Ohio, and Howe of Wisconsin, Commissioners to the European Congress on the remonetization of silver, leave for Europe this week.

Kalloch, son of Mayor Kalloch of San Francisco, who murdered Charles De Young in that city last year, has been acquitted, and goes scot free.

General Lew Wallace is to be charge d'affaires in Paraguay and Uruguay, and will be succeeded as Governor of New Mexico by L. A. Sheldon, of Ohio, who was lieutenant colonel in Gen. Garfield's regiment.

Mr. Gladstone's government, judging from its treatment of the Afghan and Transvaal questions, is much more disposed to listen to the dictates of justice than "the jingo" government of D'Issrael. It gives further evidence of this equitable disposition by announcing its willingness to pay a large sum for the damages done American fisheries off the coasts of Nova Scotia and Newfoundland, some months ago, in contravention of the treaty of Washington. In case the two governments cannot agree upon the amount, it expresses willingness to leave this question to arbitrators.

The war between the English and the Basutos, South Africa, still goes on. A fight of six hours duration took place there, at Boleka, last week. The result was not decisive. Col. Carrington and a number of others on the British side were severely wounded.

Stanley is heard from, through a missionary now in England, who has received a letter from Africa reporting that the Portuguese explorer, Count, has returned from an expedition in the interior, during which he met Stanley, who is well, but having a hard time in prosecuting his enterprise.

Arrests continue to be made in Spain of persons who are charged with plotting to overthrow the government and establish a republic.

It is asserted that Alexander III. intends to strive to maintain good relations with Germany, towards which Alexander II. was amicable to the last. The relations with Austria are not likely to be cordial. The attitude of the Hungarians to Russia is well known to be far from friendly. France is to be cultivated, and the personal friendship between the new Czar and the Prince of Wales, it is believed, prognosticates a kindlier feeling towards England than has prevailed for years past.

The Boers are to have their independence in all questions of local government, but the British have the right to maintain a representative at the capital, to raise the flag once a year in sign of suzerainty of the Queen, and are to be consulted in all questions involving frontiers, or relations of any kind with foreign governments, including treaties with the neighboring native tribes.

It is rumored that a formidable rebellion prevails in Herat. Three Herat regiments stationed at Kushck have been induced by the Governor of that district to mutiny. These are the same regiments which assassinated the noted Mohammedan priest and partizan, Mohammed Jan.

It is rumored that General Melikoff has tendered his resignation of the arduous office of suppressing seditions and preserving the peace. Even the almost supreme powers with which he was clothed did not suffice to guard the person of the late Emperor. It is also rumored that the Czar has resolved to convoke the Council, and submit a plan for representation of the people in matters of State.

## STATE NEWS.

### ILLINOIS.

*Normal.*—George Schilling has a school near Lexington.

John Spear is home on a vacation.

The spring term of school opened March 7. Professor Seymour and a number of the students were delayed in getting back to Normal by the deep snows. The entering section is small but promising. F. L. Williams, M. P. Metcalf, F. M. Tyrell, and a number of other old students are back. Miss Floy Ohr is taking post-graduate work.

Professor McHugh was heartily applauded as he took his seat on the platform for the first time, at the opening of the term.

Miss Celia Mills has been chosen president of the senior class.

Mr. Burbank read for the Wroughtonian Society on Friday evening, March 11.

Both societies had special entertainments for the first Saturday night of the term. The Philadelphians gave a drama in the large hall.

President Hewett delivered a lecture before an institute at Shelbyville on the 11th inst.

Mrs. Bruce Hunting, formerly Miss Melinda Neeley, and a Normal student, died in Chicago, Feb. 26. Miss Neeley did excellent work in school and made many warm friends. She has been an invalid for some time, but the news of her death will be a painful surprise to many.

Among the old Normalites who visited here during week before last were A. L. Anderson, class of '80, J. L. Betzer, and Misses Sadie Martin and Mary Gillan. Mr. Anderson is succeeding in his agency for nursery stock. Mr. Betzer and Miss Gillan are working up studies in connection with their teaching, and will graduate with this year's class.

Miss Beth gives up graduating to take a position in Bloomington. She fills the vacancy in the intermediate grades caused by the resignation of Miss Newhall. Miss Newhall leaves the profession as school-ma'ams do—to accept a more agreeable position.

The senior class were entertained by the family of Mr. J. R. Gaston, a few evenings ago. After refreshments, Mr. McHugh, Mrs. Florence Hubbard Reid, and Miss Ford, the three members of the class who have postponed graduating till next year, were presented with mementoes by their recent class-mates.

Miss Alice McCormick is home again.

Naples has a short school year.

Miss Mattie Knight is home for a vacation.

Miss Anna Steinhoff will be in Normal during the spring term studying music.

The commencement essays and orations will be limited to eight minutes each this year.

The boys in school have organized a mimic Senate for parliamentary drill.

*Champaign.*—The closing exercises of the elocution class were given at the University Chapel, March 15. There were about five hundred persons in the audience, and the exercises reflected great credit upon their instructor, Prof. Feitshans.

A literary and musical programme in the Chapel, March 12, celebrated the fourteenth anniversary of the institution. The address of the occasion was delivered by Prof. Burrill. With the exception of the songs, none of the other exercises pertained specially to the occasion. An essay was read by Miss Jessie Wright; an original poem by Mr. C. H. Dennis, and orations were given by E. Philbrick and J. B. Sturman.

The Junior exhibition occurred March 5. It consisted of essay, oration, poetry and song.

*Miscellaneous.*—Maroa school building has received a cleaning and decorating. The pupils, encouraged by the teachers, did the work.

The Joliet school board at a recent meeting appointed Mrs. J. E. Henderson, nee Kate Alpin, to the principalship of the high school, in place of Miss Fithian, resigned. Sundry other changes have occurred in the teaching force during the year.

Woodstock public schools have had a coal famine during the recent snow blockade of the railroads. It is wise for all school boards to keep a little coal ahead, even through the spring-time.



Dr. H. W. Everest, President of the College at Eureka, Ill., has been elected to the presidency of Butler University, an institution located near Indianapolis. Prof. I. M. Allen has been chosen to succeed Dr. Everest at Eureka.

The *Pantagraph* announces that Miss Hale, formerly a Bloomington teacher, died recently at Spring Lake, Minn.

Decatur schools closed the winter term, March 18. Instead of the usual public examination, the patrons and friends were especially invited to attend ordinary advance recitations, and the programme was changed so that every recitation would come in the afternoon of some one of the last three days.

The suit against Principal Philbrick, mentioned in the WEEKLY of the 17th inst., was withdrawn by the prosecution. It is the general opinion that it should never have been commenced. It will be remembered that it grew out of his driving off a turbulent negro who was hanging around the school-house to annoy the school.

Miss Lottie Blake, of Streator, has the offer of a position in the Baptist College at Gibbon, Nebraska. It is not yet known whether she will accept.

Mr. Bronson Alcott, in his tour through Illinois, gave two conversations at Galesburg—one at Knox College Chapel, on the 11th and 12th stanzas of Wordsworth Ode on Immortality; the other, at the "Brick Church," on personal recollections of Hawthorne, Thoreau, Margaret Fuller and Louisa M. Alcott.

Prof. Bourne and his pupils netted quite a little sum for the school library at a recent public entertainment. Besides charging an admission they gave a chance for voluntary contributions of additional sums. More than a hundred dollars were received.

We are told that M. L. Crow has resigned the Principalship of Brimfield schools, but no further facts have been received.

Jesse F. Hannah resigned the Principalship of Adeline schools because he did not feel that the board sustained him sufficiently in his discipline.

Jerseyville schools are well written up in the *Republican Examiner*. The editor has been on a tour of inspection.

There were present at that superintendents' meeting at Peoria, March 10 and 11, Miss Raymond, of Bloomington; Messrs. Gastman, of Decatur; Andrews, of Galesburg; Harris, of Jacksonville; Jenkins, of Mendota; Thorpe, of Ottawa; McFall, of Quincy, and Brooks, of Springfield. Besides visiting the schools they spent some time at the inspector's office, discussing and comparing methods.

**Chicago.**—The Chicago Board of Education has appointed a committee to correspond with the school authorities of cities in which instruction in sewing has been introduced into the public schools, and report before the close of this school year upon the expediency of teaching sewing in the schools of Chicago.

Contracts have been awarded for the erection of two new school houses in this city; one at the corner of California avenue and Jackson street, to cost \$137,721; and another at Wicker Park, to cost \$37,563.

The Board of Education has appointed a committee consisting of O. L. Wheelock, Charles Busbee and Amos Grannis, to ascertain the exact value of the old postoffice block, now occupied by Haverly's Theatre, which is to be leased or sold for the benefit of the city school fund.

A large meeting was held in Central Music Hall, Chicago, last Saturday night, to institute an organized movement to erect a public library and museum building as a memorial of the resurrection of the city from the ashes of the Great Fire of 1871. Mayor Harrison presided, a number of the leading citizens addressed the meeting, and a committee of one hundred prominent members of the various industrial, mercantile and financial classes of the city was appointed to take the matter in hand.

#### INDIANA.

**The Oratorical Contest.**—The State oratorical contest will be held at English's Opera House, Indianapolis, on the evening of April 14. Hanover, Franklin and Wabash Colleges, and Butler, Purdue, Asbury and the State Universities will be represented by contestants. The following judges have been selected: Hons. Stanley Mathews, of Ohio; R. S. Taylor, of Fort Wayne; G. W. Friedley, of Bedford; H. S. Tarbell and Abraham Hendricks, Indianapolis. The Wabash College representative will be selected on March 18.

The Indianapolis *News* pays the following deserved tribute to the efficiency of Prof. James H. Smart's administration of the public school system of Indiana during his three terms of office:

The retirement of Prof. James H. Smart, yesterday, from the office of Superintendent of Public Instruction, marks a period in the educational progress of Indiana, and a brief review of the changes effected in that time may be considered opportune. Mr. Smart formed his connection with the school system of the State in 1865, when he became Superintendent of the schools of Fort Wayne, and *ex-officio* member of the State Board of Education. He had been thoroughly trained in educational work, and assumed his duties in Indiana well prepared to take a high place at once in its councils. Since that time he has been, without interruption, a member of the Board of Education—ten years as superintendent of a city school, and six years as Superintendent of Public Instruction by the choice of the people of the State.

In 1865 the permanent school fund of the State amounted to \$7,611,337.44; y Prof. Smart's report for 1880, the fund amounted to \$9,065,254.73. In 1865 the total value of school property was only \$3,827,173; in 1880 it had reached the sum of \$11,817,954.53, more than three times the entire value only fifteen years before. The amount paid teachers, which, in 1865, was only \$1,020,440, had, in 1880, reached the sum of \$3,006,432, a sum three times as great as that expended only fifteen years ago. The average length of school in days in 1865 was 66; in 1880 it was 136; the number of teachers

in the State had risen from 9,493 in 1865 to 13,578 in 1880, and their annual average salary from \$107.38 to \$221.41; the attendance at school has increased from 202,812 in 1865 to 511,283 in 1880, showing a much smaller relative income in this item than in any other in connection with the entire working of the system. The number of school-houses increased from 7,403 in 1865 to 8,647 in 1880. These are the principal items in the material visible growth of the system, but they constitute a very small proportion of the advance made.

Prof. Smart, when asked to enumerate some of the improvements in the mental, moral and physical condition of the people of Indiana which had come under his notice in that time mentioned: 1. The great improvement in the schools themselves, the increase of their efficiency, the higher standard of education and training, and the better fitness of their pupils for the work of life; and, 2, the improved condition of the teachers themselves in character, dress, bearing and manners, and in their better preparation for their work and their increased interest in it. 3. In the character of the work done by teachers in institutes, normal schools, and all gatherings where they are brought together for the discussion of their work and its methods. 4. The improvement in the reputation of the State abroad. When, fifteen years ago, the State was looked upon by the citizens of other States, in derision, the good qualities of the State and its people have now become known and appreciated, and it is no longer spoken of contemptuously. 5. The increased intellectual activity in the cities and towns, shown in the organization of Shakespearean clubs, and those of every other name and nature having for their purpose intellectual improvement and training. This is particularly marked in the intellectual activity of the women of the State compared with their condition when he first had occasion to observe the culture and position of the State. This general intellectual activity and improvement has been remarked by such observers as Bronson Alcott, and Prof. Albee, who have lately had occasion to compare it with its former condition. 6. One of the most marked evidences of improvement is seen in the circulation, management, make-up and general character of the newspapers of the State. 7. The growth and multiplication of public libraries, and their general use by the people of the State, as well as the increase in private libraries, the collection of pictures, and the better taste in all these matters. 8. In the improved taste evident everywhere in house building, especially in furniture; in short, in everything that goes to make the standard of taste and to show an improved condition from the early, pioneer days of the State.

When to this we should add the increased number of colleges and training schools and high schools, all contributing their part toward improvement, the influences of the system of public education will rather be enhanced than lessened. In all this Prof. Smart has been an intelligent observer as well as director, and much of the marvellous advance in the interests of education is due to his wise counsel. He has been both in it and of it, and may well feel proud of the record he can show after sixteen years devotion to hard, earnest work in the educational field of Indiana. He retires with the good will of all the people of the State, who will anticipate his success in the future with a lively and intelligent interest.

#### MICHIGAN.

EDITOR OF THE EDUCATIONAL WEEKLY:

*L'Anse.*—I have been led to write this note, with reference to our schools, because I am convinced of the pressing need, in some localities at least, of an *advance*, along that line of discipline, which inspires personal respect, and worthy ambitions. There are necessarily two parties debtor in this account.

The schools of the Upper Peninsula are well sustained financially. Teachers receive on an average a much better support, than in the same grade of schools below. But the responsibilities equal the pay. The best disciplinarians being essential to meet and direct the wayward tendency of "ready money."

The schools in this little village, numbering over two hundred and sixty pupils, are scattered through various buildings, consequently they resist a good general management, though Prof. C. H. T. Atwood is a worker, earnest and devoted. We have a corps of six teachers, with an average attendance of 88 per cent. Of tardiness 5½ per cent. We are expecting a new building soon, with which it is hoped to obviate many difficulties.

REV. J. W. CHAPMAN.

The following is a list of Michigan Teachers' Institutes, of this spring's series:

COUNTY.	PLACE.	DATE.	LOCAL COMMITTEE.
Bay	West Bay City	March 28—April 1	F. W. Lankenaw.
Branch	Coldwater	" " "	" L. C. Hull.
Calhoun	Albion	" " "	" E. C. Thompson.
Clinton	Ovid	" " "	" W. S. Webster.
Ingham	Leslie	" " "	" H. C. Rankin.
Lapeer	Lapeer	" " "	" O. G. Owen.
Lenawee	Hudson	" " "	" W. W. Wendell.
Kent	Sparta Centre	April 4—8	A. H. Smith.
Oakland	Holly	March 28—April 1	C. Stanton.
Wexford	Cadillac	" " "	" H. M. Enos.

The first class in Greek, consisting of six members, has just been organized in the Saginaw City high school. Two years and one term are to be devoted to the study, and Prof. Goodwin's books will be used.

#### MINNESOTA.

Professors Tiesburg and Lynne, of St. Olaf's College, Northfield, have resigned under a cloud; having indulged, so the town talk declares, in osculatory practices with a young woman, who was expelled for her share in the offense. There is no evidence of any criminal act, and Professor Tiesburg demands an investigation to substantiate this statement. Of course, Mrs.



Grundy is full of horrible suspicions. The teachers were, to say the least, indiscreet in this matter.

The legislature at its recent session made the following appropriations for educational purposes:

FOR 1881.	
Mankato Normal School Building	\$10,000
St. Cloud " grounds	1,000
Winona " grading	950
Reform School, repairs and deficiency	7,500
University Building, annual for six years	30,000
University support	23,000
Training Schools and Institutes	3,000
Winona Normal School (including regular appropriation)	14,000
Mankato " " " "	12,000
St. Cloud " " " "	12,000
Total	\$105,950
FOR 1882.	
State University support	23,000
Winona Normal School (including regular appropriation)	14,000
Mankato " " " "	12,000
St. Cloud " " " "	12,000
State University Building, annual for six years	30,000
Encouragement of Higher Education	9,000
Reform School	32,000
Deaf, dumb, blind and idiots	45,000
Total	\$177,000

The school fund of Minnesota is now \$4,499,729.79, as against \$3,859,964 in 1878. It is estimated that the permanent school fund of this State, when the lands belonging to it have all been sold, will reach the grand aggregate of \$15,000,000.

#### IOWA.

The Iowa High School Oratorical Contest, held at Marshalltown was a brilliant success. The hall could not contain the audience. There were twenty-one contestants. Miss Emma A. Smith, daughter of Hon. D. T. Smith, carried off the first honors and will go to Monticello to participate in the next State contest.

#### NEBRASKA.

What has been facetiously called the "Longfellow contest" between the four grammar schools of Lincoln, came off last week. Three premiums were offered to the three pupils of any grammar school who showed the best knowledge of Longfellow and his writings. Each school chose three champions, and the whole twelve met on Friday to be examined by a committee of five chosen for the purpose. The prizes consisted of three different editions of Longfellow's works. The affair created much interest.

The School Board of Lincoln voted to pay the R. R. fare of all the city teachers who will attend the meeting of the State Teachers' Association at Omaha this week.

The winter term of the State University closed last Thursday week. The late legislature appropriated \$5,000 a year for two years for developing the Agricultural Department of the University. This is more than twice the amount appropriated two years ago.

#### UTAH.

A large building is projected at Salt Lake City, for the University of Deseret, the last legislature of that Territory having appropriated \$20,000 for the purpose. The Board of Aldermen of Salt Lake City has donated one of the public squares for the site of the building. The plans show a main building 88x182 feet, three stories high, including lecture and class rooms, laboratories for chemical and other experiments, a dissecting room, gymnasium, a large library room, with spaces for zoological, botanical, geographical and miscellaneous museums. On the second floor there will be an assembly or lecture room, 73x88 feet, with large recitation rooms on either end. The third story will be devoted to various uses, including private rooms for the professors. The Deseret University is an old Mormon institution, which has long been under the supervision of Prof. Park, who bears the reputation of being an efficient instructor. Nearly all the leading religious denominations have schools in Salt Lake and other cities of the Territory, apart from the Mormon school system, which has been rather crude in its general features. There ought to be no difficulty in the way of obtaining a respectable education by any young person in this Territory who may desire it.

#### SCIENTIFIC NOTES.

The whaling steam vessel lately purchased by the government at the cost of \$100,000 to go in search of the Arctic exploring steamer Jeanette, is now undergoing the necessary alterations at Mare Island, San Francisco bay, and is expected to be in readiness to start north in June.

The president has approved the plans submitted by Lieut. Greeley for the proposed scientific expedition to establish a meteorological station in the Arctic regions, for which an appropriation of \$25,000 was made by congress. The plan provides for the detail of three officers of the army and twenty-one enlisted men. The detail has not yet been made out, but will be in a few days by the secretary of war. It is proposed to charter a whaling vessel, which will convey the party and their supplies to Lady Franklin bay, which is in the eighty-first degree of latitude, where the party will be permanently located. The vessel will then return to this country, and go back the next year with additional supplies. The house which was taken north by the

Howgate expedition will be used by the party. Dr. Pavy, the naturalist of the Howgate expedition, did not return with the others, but remained near Disco, where he is now engaged in securing sleds, furs, and other supplies. He will join the party on their arrival. Mr. Henry Clay, who remained with Dr. Pavy, will also join the party. It is the intention to establish a station at this point, where meteorological observations will be made and other scientific observations taken. It is expected that the expedition will start early in June.

## SCHOOL LAW.

### IN IOWA.

Rulings of State Superintendent C. W. von Coelln:

1. In making a location for a school-house, a board cannot be influenced by the fact that a few scholars from an adjoining district wish to attend, in accordance with section 1,793, S. L., 1880. The location must be made for the benefit of the district in which the site is located.

2. The board, for what may seem to them good reasons, may order a short vacation. But they cannot shorten the term included in the contract without the consent of both parties.

3. If the electors, in accordance with the provisions of section 1,763 or section 1,717, vote that any additional branches named shall be taught, the board are required to endeavor in good faith to carry out the wishes of the electors.

4. The Supreme Court has decided incidentally that the Board of Directors have the right to exclude children from school if they are afflicted with a contagious disease. See Iowa Reports, 31, 562. The board have also the power to prohibit children from attending school from houses in which it is believed persons have contagious diseases. The local Board of Health may make and enforce such regulations upon these matters as they believe necessary for the welfare of the people. See chapter 151, laws of 1880.

### IN WISCONSIN.

Rulings of State Superintendent W. C. Whitford:

Q. Can a district vote a tax for a two months German school in addition to five months English school, and could such tax be collected?

A. There is no authority for voting such a tax, and its collection could not be enforced.

Q. How is a teachers' certificate to be annulled, if he is not teaching at the time?

A. The law seems to suppose a teacher is always teaching. But if persons holding certificates and seeking schools are charged with immoral conduct, the Superintendent should not wait till such persons actually obtain contracts and commence teaching, but try the charges. If sustained in any case, the certificate should be annulled, and notice may be filed with the Town Clerk where the teacher resides; it would also be quite proper to give public notice of such annulment.

Q. What is the effect of closing public schools in consequence of epidemic disease? Can the teachers claim wages for the time lost? Can they continue the school, and make up the time, after the time named is out? Can they be obliged to thus continue?

A. Where a school is necessarily suspended for the reason named, it would be regarded, to use the language of the law, as the "act of God." The effect is to suspend the contract entered into. The teacher probably could not recover wages for time thus lost. The board could not compel the teacher, the teacher could not compel the board, to continue the school beyond the time named. The loss in such cases is mutual. It falls upon people, children and teacher; but a compromise is proper, and some liberality may reasonably be exercised towards the teacher.

The answer given above proceeds upon the supposition that a term or year of school is to begin and close at a certain time. It is presumed that in case of the interruption of a school for a few days only, by an epidemic, or other providential cause, the time, by mutual arrangement, might be made up.

Q. I am not satisfied with your answer, that a clause at the end of a contract to the effect that the board may dismiss the teacher when he ceases "to give satisfaction," is of no force; please explain why not.

A. It is perhaps sufficient answer to say that the Supreme Court quite recently so decided. The decision is not yet reported, but we suppose the reasoning may be like this: Under the ordinary form of contract a board, for the district, agrees with a qualified teacher to teach the school, and "for such services properly rendered," to pay him so much. The teacher undertakes to do certain work, and to do it properly. The board has a right to judge whether the teacher fulfills his contract—performs his work. If he fails to do so the board may terminate the contract, but of course must hold itself ready to show that he has failed. The power to terminate the contract for cause, is all the power the board needs. That the teacher in this case has failed to "give satisfaction," follows as a matter of course. To put the clause mentioned into the contract is superfluous, and so inoperative and void. The points of the decision by the court will be given as soon as reported.

TWO ORGANS.—Regulate first the stomach, second the liver; especially the first, so as to perform their functions perfectly and you will remove at least nineteen twentieths of all the ills that mankind is heir to, in this or any other climate. Hop Bitters is the only thing that will give perfectly healthy natural action to these two organs.—*Maine Farmer*.



## THE SCHOOL ROOM.

## LIKE BEGETS LIKE.

Did you ever see an impatient teacher that did not have a turbulent school? Did you ever see a fussy, nervous teacher whose fussiness and nervousness were not reproduced, in greater or less degree, by his pupils? Did you ever, on the other hand, know a teacher of uniform, amiable temper, who had not generally tractable and pleasant tempered scholars?

A teacher ought, for the sake of himself and his pupils, to cultivate a pleasant countenance and manner. There is no denying the fact that teachers have much to annoy, chafe and irritate them in their daily life. Their sedentary life also renders their nerves very sensitive, and, of course, their tempers very touchy. But here is where the grace of self control is needed, and *must come in*, if the teacher is going to make his work a real success. If he cannot control himself, how can he fitly control others? If he cannot keep that ugly scowl from his brow, and that sharp, unpleasant tone from his voice, how can he induce among his pupils that cheerful, willing spirit, which is so essential to their good discipline and progress.

No man can justify himself for making all around him uncomfortable, by a scowling face and disagreeable manner. It is more than unjustifiable for a teacher to do this. It is his duty to set before the young people under his care such an example as they ought to follow. A petulant, morose manner is infectious, and a fretful, scowling teacher will have cross-looking and cross-acting pupils; but a cheery, smiling teacher will waken smiles on all the faces about him, and melt away incipient rebellion and rudeness as the spring sun melts the snow drifts.

Like begets like; be cheery, good-natured and smiling in the school-room, and you will have about you always a band of children full of happy smiles and cheers.

## GRAVITY.

## AN EXERCISE FOR THE OLDER SCHOLARS.

*Teacher (holding a pole or apple in his hand before the class).—*Now, if I let go my hold on this, what will it do?

*Class.—*It will fall.

*Teacher.—*Why will it fall?

*Class pause an instant and then answer variously.*—Because of its weight. Because the earth draws it. Because of the attraction of gravitation.

*Teacher.—*To say, because of its weight, is easily understood, but it is not altogether accurate. Gravity is the better term. Gravity is the force by which the earth draws everything. Weight is, properly, the excess of gravity over centrifugal force. If I throw this ball from me forcibly it will go quite a distance through the air before its gravity, or the force of the earth acting upon it, overcomes the force with which it was hurled, and brings it to the ground. We say it falls to the ground because of its weight, we mean, strictly speaking, by the excess of the drawing force of the earth over the force which had moved it. Now, this same drawing force which makes my apple fall to the ground holds all the heavenly bodies in their paths around the central orb, the sun, which we understand to be the mighty source of gravity for our system of worlds. This was the great discovery that Newton made. We are told that it was the sight of an apple falling from a tree that led his mind to it, but I think that his mind must have been schooled by many days' age and weight of study upon the phenomena of the heavenly bodies, or scores of apples might have rattled about him and never led his thought to the great central truth that controls every object, large and small, of this created world. You may lay a match down ten feet away from your cannon, but if there is no train of powder laid, it will not go off this time, you may be sure. Now, I pick up an apple again. You tell me that the force of the earth drew it when it fell from me, but tell, did not the apple draw, too.

*Class.—*No, sir.

*Teacher.—*Why not?

*Class.—*It is too small.

*Teacher.—*Then only large bodies attract, do they? What is the law of gravitation, as you have learned it?

*Class, (all together).—*"Bodies attract each other with a force proportioned directly to the quantity of matter they contain, and inversely to the squares of their distances."

*Teacher.—*That is to say, the larger the body—

*Class.—*The more it will attract.

*Teacher.—*And the nearer two bodies are to each other—

*Class.—*The more they will attract.

*Teacher.—*Will attract what? A third body. You seem puzzled. But you must bear in mind these definitions are carefully framed and every word has force. Bodies attract each other. This means that every body in nature attracts every other body, the earth draws the apple and the apple draws the earth, *in proportion*, each to its quantity of matter. Now, every molecule of matter is acted upon by gravitation, and the sum of the force acting upon each each atom gives the whole force acting upon the body. That is plain enough to you, but I can give you another truth which is, perhaps, not quite so easily taken in. "The mutual force of attraction between any two bodies is always the same, *proportionately*, at any one and the same unit of time." That is, the earth does not draw the apple any more, according to its bulk, than the apple draws the earth. Do you see that?

*Class, (hesitatingly).—*Yes, Sir.

*Teacher.—*You are trying to see it. Perhaps I can make it plain by a few signs. You are all good algebraists, now follow out my proof.

Let  $a = 1st\ body, any\ size$

"  $b = 2d$  " " "

"  $c = force\ of\ each\ molecule, the\ same\ in\ each, of\ course.$

Now:

$a's\ part\ of\ 1\ will\ attract\ b's\ part\ of\ 2\ with\ a\ force = c.$

" " " " "  $b\ parts$  " " " " "  $= bc.$

$a\ parts$  " " " " " " " " " " "  $= abc.$

Also:

$b's\ part\ of\ 2\ will\ attract\ a's\ part\ of\ 1\ with\ a\ force = c.$

" " " " "  $a\ parts$  " " " " "  $= ac.$

$b\ parts$  " " " " " " " " " " "  $= bac.$

And  $abc = bac$ , which proves the assertion that the mutual force of attractions was always the same.

*Teacher.—*Do you see it plainly now?

*Class.—*Yes, sir.

*Teacher.—*There is one thing more I wish to learn this time, and that is, the direction in which gravity acts. When I let go the apple, what sort of a line does it take to the ground?

*Class.—*A straight line.

*Teacher.—*And when I throw the apple out of the window, how does it move to the ground?

*Class.—*In a straight line.

*Teacher.—*Gravitation, like centrifugal force, then, acts upon all bodies in a straight line. It acts just as much upon every atom of the body as it would if it were not connected with any other of the atoms. Now, as I said before, every atom being drawn by gravity with the force required to bring it to the earth, the entire body is brought by a degree of force which is the sum of all these. In like manner you may think of every atom of any body, of whatever shape, as tending in a straight line to the earth. You may then imagine a straight line drawn from every atom to the center of the earth. The straight line in which the body, if a solid, would fall to the earth, would be found to be the resultant of all these lines.

## HINTS ON BLACKBOARD DRAWING.

Remember we are working on a black surface. If we examine any picture upon a white surface, it is seen that the white or high lights are, as a rule, on the points nearest to the observer,—always in points, never in masses. To produce similar effects upon the blackboard, we must whiten that part of the picture which, in the object comes nearest to us, leave the most distant parts black, and, with dry fingers, blend the white into the black, producing an intertint of gray. Some teachers reverse this work upon the blackboard, using white to shade the parts most distant, and blending up into black which is nearest. This is evidently wrong. We cannot shade with whiteness. We must leave the shade on the distant parts, and put the white light with white on the points nearest. If we draw a circle, and wish with it to represent a sphere, we must brighten the middle part and blend toward the circumference. This illustration covers the point.

Very pretty effects can be produced by drawing a frame, say a two foot circle, oval, rectangle, or some other pretty form, and whitening the blackboard within the line of the frame, blending with dry fingers, and going over it again and again with crayon turned flatwise, still blending, until the surface is a smooth white. Upon this white surface draw the picture in black, conte crayon, or the common blackboard colors. Curtain-sticks make excellent blackboard rulers. Make the frame true, and the white edges sharp.

Landscapes. Make the frame first. Use ultramarine blue at the top, pressing on with the crayon flatwise, joining the upper white line, lighter below, blending into red, orange, or some other bright color, down to the horizon, half-way, perhaps. Lay on clouds of white. Build a line of mountains with conte-crayon against or upon the sky, showing the horizon in spots, and again running the tops up into the blue. Make the mountains black, blend.



ing in purple, white or brown. Make those most distant with softer, lighter strokes and lighter blending. Perspective may be shown by *strength* of lines as well as by *direction* of lines. The most distant parts of the landscape are softer, more hazy, while the strength of strokes and colors increases as the work approaches the foreground. Use ultramarine for sea and ocean, working white into that part coming nearest. Make the water level. Put in sail-boat of white. Finish the foreground or bottom of the picture in stronger colors, brown, green, etc., and with heavier strokes.—*W. N. Hull, in Primary Teacher.*

### SIT UPRIGHT!

Sit upright! That fashion of leaning forward, rounding your shoulders over your desk, will render you stoop-shouldered and awkward; it will bring on weakness of the spine, disease of the lungs, torpidity of the liver; it will bring you, and perhaps very early, to a consumptive's grave. Sit upright! Give your lungs room to expand freely with every respiration. Throw back your shoulders and hold your spine erect. The effort thus required to overcome the natural laziness, or weariness, if you choose, of the flesh, will be well repaid in the improvement of your health thus secured.

Teachers should make it a point of duty to preserve an erect posture in school, not only for its advantage as regards their own health, but because of its influence over their scholars. We believe that pupils have more respect for a teacher who sits upright than for one who seeks a slouching attitude, with elbows sprawled wide over the desk before him. He should teach his scholars to sit upright also, not only in their recitations, but when at their desks for study. He should dwell upon the health considerations, and endeavor by well-pointed illustrations, to impress upon the young minds the criminal folly of disregarding their health. Aesthetic considerations should not be forgotten either; the listless, stooping posture is ungraceful, and very unpleasant to the observer.

This question may seem a trivial one to many, not worth taking into account in the midst of the many cares and tasks of the school-room, but when duly considered in its influence upon the children's health it is seen to be no trivial subject. Nor is its influence upon the discipline of the school to be disregarded. There is no doubt that laxity and indifference on this point is an indication of laxity and indifference on other points usually regarded as of more importance. Nothing surely could give a worse impression of the discipline of a school than to see the children disposed in various attitudes, self-chosen according to their degrees of natural indolence; the studious ones stooping low over their desks, cultivating myopia and consumption as well as their intellects, while the non-studious ones assume any position,—or two or three at once, it may be,—that may seem least galling to the frame of him who "waits for school to let out." We have seen such schools, and we feel sure that the teacher as well as the scholars needed a course of training in manners, hygiene, and common sense.

Nothing here advocated should be construed to recommend the keeping of children in one stiff position until it becomes torture. When children sit, let them sit in becoming postures. This is all we advocate. There are enough such postures to afford all the changes that reason requires.

## PRIMARY DEPARTMENT.

### THE ORDER OF STUDY.

There is a natural order for everything in nature. "First the blade, then the ear, after that the full corn in the ear" is the order of growth and fruitage. Never does nature take freaks, and bring the full corn before the ear, or the ear before the blade. She is the most consistent observer of her own laws.

If we would be successful as teachers, we must mark, learn, and always strive to faithfully follow the laws of nature. We must present the simple elements of each study first. We must notice how acute the faculty of observation is in the young child, long before his powers of reasoning are at all developed, and enable the earlier faculty to gather, under our experienced guidance, material which the later and riper powers can use to the best advantage. Remember, the natural order leads from the concrete to the abstract, not from the abstract to the concrete. Operations in arithmetic can be taught, by the help of objects, long before the abstract principle governing the operation, can be taken in by the thought, or held in the memory of the child. Important facts in natural history can be learned before the laws governing them can be fully understood. Teachers should strive, therefore, in teaching the younger scholars, to develop first their powers of observation and comparison. Teach by objects, always striving to awaken interest in every branch taken up, and remember the unfailing law of nature; from the concrete to the abstract; from the known to the unknown.

### TEACHING LANGUAGE IN PRIMARY SCHOOLS.

Primary language lessons, if taught in the true spirit, will develop thought, the power of correct expression and observation, and prepare the way for a very successful and profitable study of the analysis and grammatical forms of our language.

The following rules should be carefully followed:

I. Proceed slowly. A little well taught is far better than much half understood.

II. After each lesson require pupils to express their thoughts in their own language.

III. Be certain that the meaning of each word used is understood and its spelling learned.

IV. Read frequently an interesting story. Require it to be repeated in the pupil's own words, and then written. This exercise will call out the power of expression, impart self-confidence, discipline the memory, and give the teacher an excellent opportunity to make corrections.

V. Punctuation and the use of capital letters may be easily taught by example, aided by a few simple rules. Children learn that many things are right before they can tell why.

VI. The correct meaning of words is best taught by leading children to properly use those they understand. Many more can be added from time to time to the stock as they need to use them.

If these rules are followed, teachers cannot fail to be successful in teaching the use of language.—*Exchange.*

### KINGS AND QUEENS.

TOMMY.

Upon the lilac-bush I heard  
The earliest robin sing;  
I wished, what never will come true,  
That I could be a king;  
For, if I only were a king,  
I know what I would do:  
I'd have plum-cake, instead of bread,  
To eat the whole year through;  
Great heaps of oranges would be  
Upon my palace floors,  
And fountains full of lemonade  
Spout up beside its doors.

FRED, GRACIE, HARRY, ISABEL.

Oh, shame upon you, Tommy Brown!  
You're such a greedy thing!  
We're glad you are not over us:  
You should not be our king.

JESSIE.

And, if I were a queen, I'd wear  
A new dress every day;  
No princess in a fairy-tale  
Would have such fine array;  
With golden lace and glittering gems  
My robes my maids would deck,  
And diamonds large as pigeons' eggs  
Would hang about my neck.

FRED, GRACIE, HARRY, ISABEL.

And, oh, how proud and vain you'd be!  
How fond of being seen!  
We're glad you are not over us:  
You should not be our queen.

KARL.

And, if I were a king, I'd have  
In every thing my way;  
My servants would stand waiting round,  
My wishes to obey;  
And I would do just what I pleased,  
And say just what I chose,  
And not a soul in all the land  
Would dare my will oppose.

FRED, GRACIE, HARRY, ISABEL.

And you would be the worst of all:  
What troubles you would bring!  
We want no tyrant over us;  
You should not be our king.

LILIAN.

And, if I really were a queen,  
I would put on my crown,  
And through the country everywhere  
Go walking up and down;  
And all the old folks, sick, and poor,  
I would have warmed and fed,  
And every houseless little child  
Should home with me be led;  
And I would love them all, and try  
To do the best I could  
To make the sorry people glad,  
The naughty people good.

FRED, GRACIE, HARRY, ISABEL.

And you would have the happiest reign  
That ever yet was seen;  
And, if we had a queen at all,  
Then you should be our queen.

MARIAN DOUGLAS.—*The Nursery.*



## THE MAGAZINES.

*St. Nicholas* for April is full of fun, pictures and good reading for the little folks.

*Andrews' Bazar* brings us the Spring styles and hints for dressing in the mild weather we have not felt a breath of yet, but fashion must keep ahead; and here are patterns to suit all ages, tastes and purses, with full description of what is fashionable, from style of hair-dressing to that of foot-covering. There are also pretty patterns for needle work.

*The Magazine of Art* has a large number of fine and beautiful engravings, two of them full page. "Queen Elizabeth receiving the French Ambassadors after the news of the Massacre of St. Bartholomew," and "Amy Robsart." There is a sketch of the life of this artist, an interesting account of the "Winter exhibition at the Grosvenor Gallery," and much other good reading. Cassell, Petter, Galpin & Co. New York.

*The Ladies' Floral Cabinet* will be warmly welcomed by the ladies to whom, under the title "Hints," it gives directions for caring for the house-plants, starting seeds and cuttings, and otherwise arranging for the garden, of which spring makes them think. There are also two articles, descriptive of the nature, formation and needs of larkspurs and gladiolus, with illustrations of each, and a pleasant article "Bits of Wild Gardening." Adams & Bishop, New York.

*Appleton's Journal* for April contains the first part of a Greek idyl, "A Question," by George Ebers. Mr. Hooper has "Mysteries and Miracle Plays." The momentous problem, "Why does the Crab go Sideways?" is settled by Mr. Robert B. Roosevelt; Helena Faucet Martin has an essay on Portia. "Greek Dinners" gives some information of interest to epicures. The editorial department treats Carlyle from a new standpoint, questioning his claim to be considered a poet thinker.

Spring is here; so the "fashion" books say, and the person who cannot in the *Young Ladies' Journal* for April find something to suit her taste, figure and purse must be hard to please, for here are all varieties, either pictured or described, in shape, color and material, and the designs for fancy work are almost innumerable and very beautiful. The reading matter is made up of the usual quota of stories, recipes and short articles; among the latter we notice one particularly good, "The Power of Enjoyment."

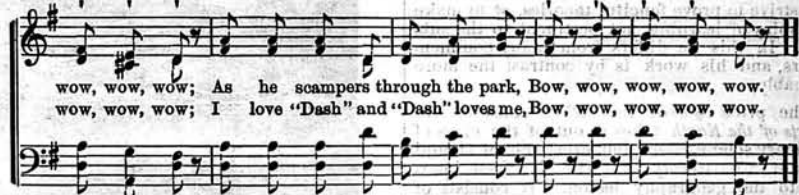
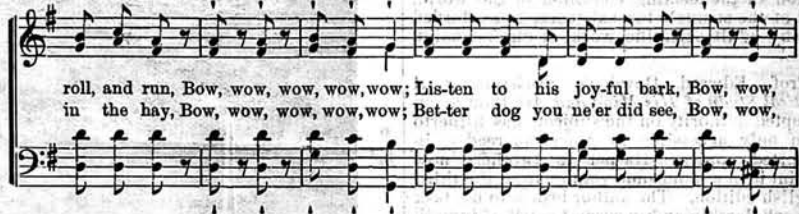
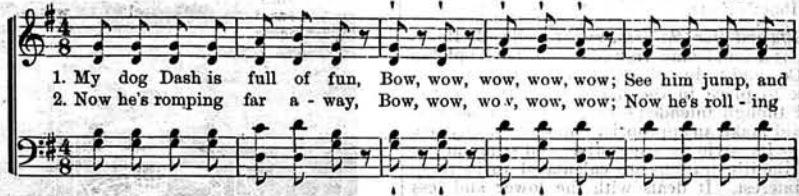
*Lippincott's Magazine* for April has "A Peep at the North of Ireland," and "Characteristic Dances of the World," both well illustrated. An illustrated paper on "Zoological Curiosities," treats of Mountain Sheep. J. Brander Matthews writes of the "Present Tendencies of the French Drama;" Lizzie W. Champney has a paper on the American loyalists, and Frank D. Y. Carpenter gives a very amusing sketch of "Wash Lo," the typical Chinaman of the present day. A new serial story "Craque-o'-Doom," opens well, "John Henry," by Sydney Chase, is laughable. The poems are by Maurice Thompson, Howard Glyndon, and Charlotte Bates.

In *Popular Science* for April an article on "Physical Education" urges the necessity of fresh air and free sunshine for children, and states that the best hygienic location of a dwelling house is the bank of a small river in the neighborhood of a large mountain-range. There is an interesting history of chronology and definition of its terms. The subject of a "Doctor's Liability" shows the changes that have occurred in the legal status of the medical profession. "Man and the Vertebrate Series" is an interesting analysis of the causes of man's superiority to all other animals. "What is a Cold?" gives some practical information of value, as does the article on "The Purification of Sewer-Waters."

One of the most original and entertaining of the illustrated articles in April *Scribner* is "Marine Forms as Applicable to Decoration,"

## My Dog Dash.

THEODORE E. PERKINS, by per.



From STERLING GEMS, by permission of BIGLOW & MAEN, New York and Chicago.

in which beautiful specimens of Japanese art are given, and the necessity of observing and studying nature in order to produce true effect, is shown. "Father Hyacinthe" is accompanied by a fine portrait. "A Georgia Plantation" shows how much profitable work may be done by and with the colored people, when they are properly treated. "New York Attics and House-tops," and "The Calhoun Summer Home," are finely illustrated articles. A sketch of "Elementary Instruction in the Mechanic Arts," as taught in the Mechanic Art School of the Massachusetts Institute of Technology, deals with a subject that is of practical interest at the present time.

The opening poem of *Arthur's Home Magazine* for April causes one to think with a shiver of the contrast between the ideal Spring with its "balmy air" and "springing grass" and the reality of huge snow banks and a foot or more of slush, but in the interest aroused by the remaining contents it is soon forgotten. There are several chapters of "Bay Windows," and the rather weak story "Back to the Old Home" is finished. "Left till called for," is a simple, natural sketch of an incident at a railway station, and the unique manner in which her father got rid of "Gwyn's Lover," is very amusing, especially as it is a fact. The other selections are of all kinds, stories, biographical, historical and fancy sketches, with the usual amount of poetry, of which "Waiting" is the gem. The Home department shows many of the familiar names, and the Fashion Notes are clear and practical, with many pretty illustrations.

"Political Forms and Forces" is discussed in the *Fortnightly Review* by Herbert Spencer, who arrives at the conclusion, that the aggregate feeling of the community, past and present, are the guiding influences of society, and may be more potent than law and religion together. H. M. Hyndman, in presenting "The Lights and Shades of American Politics," gives a very fair view of a Presidential campaign in this country, especially commending its peaceful conduct. The popular verdict is set down in favor of financial honesty and protection of home interests and industries. The dangers threatened

from unregulated capital and demagogism are freely discussed, with the prevailing extravagance in expenditure. The American working class is far better off than the English; the good most clearly over-balances the bad here, and England has a good deal to learn from us in the direction of political organization and general progress, are the general conclusions of the paper.

## EDUCATIONAL BOOKS.

*Advanced Readings and Recitations* is a useful manual of oratory and collection of pieces, prepared by Austin B. Fletcher, Professor of Elocution in Brown University. It marks out a special course of study for the elocutionist, with exercises in physical and vocal training, and has other excellent features which commend it. Lee & Shepard.

Mrs. Ednah D. Cheney's successful lectures on Art History, delivered before the Concord School of Philosophy, have been gathered, with additional papers, into a volume entitled *Gleanings in the Fields of Art*, which will be read with enthusiasm by students of art and lovers of good literature. It is a book which inspires one to fresh study of the beautiful, and which, once read, will be kept on hand for reference. Lee & Shepard.

*The Inductive Algebra*, embracing a Complete Course for Schools and Academies, by William J. Milne, Ph.D., LL.D. Jones Brothers & Co. The author in this work has followed the plan adopted in his works on arithmetic, presenting the subject in such a manner as to make it simple and attractive by rendering the transition from arithmetic to algebra easy and natural. This method has been thoroughly tested, and gratifying results have been attained.

The latest volume of the "Epochs of Modern History" is by F. W. Longman. Its subject is *Frederick the Great and the Seven Years War*. It is a graphic sketch of the remarkable man who fought Europe single-handed, and raised his kingdom to a position which was the beginning of its present prosperity. Besides the



record of his career, the book includes an account of the conquest of Canada and of the subjugation of India by the English. Charles Scribner's Sons.

*Life and Her Children*, by Arabella B. Buckley, is a handsome volume, from D. Appleton & Co., and is just the book which wise parents seek to place in the hands of their children, and though intended for a holiday gift-book, it would make an appropriate present for any season. Its style is suggestive and stimulating, and the illustrations are calculated to increase its interest. It deals with the lower and less interesting forms of animal life, giving a realization of the teeming condition of the world, and of the struggle for existence, not afforded by any adult scientific work of our acquaintance.

Prof. Edward Dowden's *Shakespeare: A Critical Study of His Mind and Art*, though an accepted authority on the subject, has hitherto been only accessible to American readers in imported copies. Harper & Brothers now reprint it in a handsome volume from the third English edition. The author brings to his task rare scholarship and an earnest spirit of investigation that seeks truth for truth's sake, and does not strive to prove fanciful theories, or to make a display of learning not pertinent to the subject. In this he differs from many commentators, and his work is by contrast the more valuable.

The price (\$9) of the *Relief Atlas of All Parts of the Earth* takes it out of the class of ordinary school books, but every school should have it in its library, as it will give fresh interest to the geography lesson. It consists of thirty-one maps in relief, with text facing each. All are framed in cardboard, and the book is half bound in a quarto volume. Great care has been taken to have the maps accurately embossed, and a few minutes' examination of them will give a child a clearer idea of varying altitudes than an hour's study of figures. They are prepared by G. P. Bevan, and Scribner & Welford are the publishers.

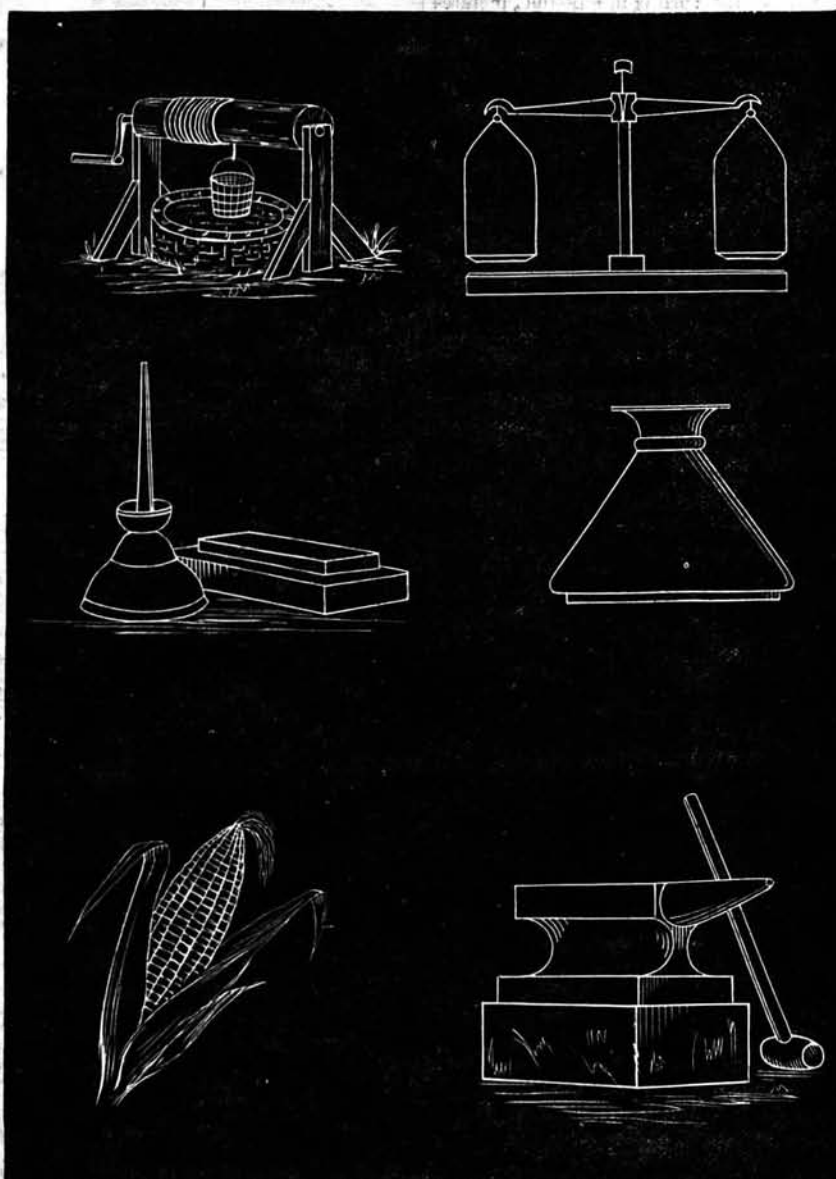
The two-volume *History of Greece*, by Prof. Timayenis, of the New York School of Languages, embodies much that is new and noticeable. Well-worn as the subject is, the author has shown an independence and originality in dealing with it which gives his work a distinctive stamp. Its narration of facts of course follows accepted authorities; but in the deductions drawn from them, the writer exercises individual opinion. His style is direct and pleasing, and as his work covers the entire period of Grecian history, it will be acceptable to all who desire a compact and interesting work of the kind. It has colored maps and is thoroughly indexed. D. Appleton & Co.

Mrs. Abby Sage Richardson has a happy faculty of interesting youthful readers, and her *Familiar Talks on English Literature* will be found an admirable adjunct to any text-book on the subject. The attractive subject of English Literature becomes, in the hands of too many of the school-book makers, dry and distasteful. Mrs. Richardson carries her readers through the time of Sir Walter Scott, and gives a good idea of literary progress from the earliest dates to that period. Under the guidance of an intelligent teacher, scholars might not require an additional book for class recitation, but its best office, as we have intimated, is use with another text-book. Jansen, McClurg & Co.

The scholarship displayed in Anthony Trollope's two-volume *Life of Cicero* will be a surprise to those who know him only through his numerous novels. He has chosen a path which many biographers have trodden before him, because he thinks no one has done full justice to the famous Roman orator; for while his literary powers and oratorical talents have been universally acknowledged, his sincerity, courage and patriotism have been disputed. While claiming to prove Cicero's title to these quali-

## PRIMARY DRAWING LESSONS.

NEW SUBJECTS EVERY MONTH.



ties, Mr. Trollope goes farther and sees in his character high moral perceptions, natural affections, domesticity, philanthropy, etc., which do not seem to have been as yet fully appreciated. The biographer does not hesitate to attack other writers, and Froude in particular receives severe handling for incorrect statements in his *Cesar*. The work is written in a diffuse style that resembles the verbiage of the author's fiction, and would be greatly improved by pruning down to a single volume. Harper & Brothers.

### MISCELLANEOUS BOOKS.

*Thirty Years; Poems New and Old*, by the author of "John Halifax," (Houghton, Mifflin & Co.) will bring into the hands of its readers a collection of poems full of the sweet feeling that pervades all of Miss Muloch's writings.

*Pearls of Thought*, Edited by M. M. Ballou. Houghton, Mifflin & Co. A choice little volume of extracts from the best authors, arranged alphabetically according to subjects. The selections in this little volume are wise and pithy and adapted to inspire the reader or writer who may refer to it, with new ideas on the special topic he may be interested in.

I. K. Funk & Co. bring out a small pamphlet of the *Familiar Hymns*, with short biographical sketches of the authors. Those who have long known the words may be glad to know something of the circumstances that occasioned them. The same firm also have the *Preachers' Cabinet*, a collection of illustrations, definitions and short sayings by prominent men of all ages.

*On the Self-curability of Disease; or, The Divine Art of Healing against The Human Art of Healing; or, The Natural Cure of Disease against the Customary Use of Drugs*, by R. K. Noyes, M. D., Lynn, Mass. *The History of Medicine for the Last 4,000 years*, by the same author. In the latter brochure the author claims to show in some five pages the opinions on drugs, of the most eminent physicians the world has ever seen, to the effect that the so-called science of medicine is a humbug, and the use of drugs mere guess-work. He then traces the history of the healing art, showing up its blunders and conspiracies. The title of the first named work tells its own story. It is written to show that the best cure for disease is to let nature have its way, "throwing physic to the dogs," and relying on "nature's" own recuperative powers.



## GOOD READING.

## BEFORE THE DAY-BREAK.

Before the day-break shines a star  
That in the day's great glory fades;  
Too fiercely bright is the full light  
That her pale-gleaming lamp upbraids.

Before the day-break sings a bird  
That stills her song ere morning light:  
Too loud for her is the day's stir,  
The woodland's thousand-tongued delight.

Ah! great the honor is to shine  
A light wherein no traveler errs;  
And rich the prize to rank divine  
Among the world's loud choristers.

But I would be that paler star,  
And I would be that lonelier bird;  
To shine with hope, while hope's afar,  
And sing of love, when love's unheard.

—Spectator.

## PAST.

As I sauntered beneath the windswept tree, I looked up, and saw there  
was nothing left but only a little empty nest, into which the snow was fast  
falling.

I.

When springtimes come, ablaze with bloom  
To summer's bridal bowers,  
We do not care what else is there,  
We see but fruits and flowers.

2.

But winter's blast, that strips at last,  
Shows if there's aught that cleaves,  
Some little nest that stands the test  
Above the fallen leaves!

3.

But, what avails when wintry gales,  
Make buds and blossoms go?  
Hope's empty breast, like robin's nest,  
Will catch but falling snow.

VA.

TARPLEY STARR (—2.)

## WHAT A VOLCANO CAN DO.

Cotapaxi, in 1833, threw its fiery rockets 3,000 feet above its crater, while in 1754 the blazing mass, struggling for an outlet, roared so that its awful voice was heard at a distance of more than 600 miles. In 1797 the crater of Tunguragua, one of the great peaks of the Andes, flung out torrents of mud, which dammed up the rivers, opened new lakes, and in valleys 1,000 feet wide, made deposits 600 feet deep. The stream from Vesuvius, which, in 1837, passed through Torre del Greco, contained 33,000 cubic feet of solid matter, and in 1793, when Torre del Greco was destroyed a second time, the mass of lava amounted to 45,000,000 cubic feet. In 1760 Ætna poured forth a flood which covered 84 square miles of surface and measured over 1,000,000,000 cubic feet. On this occasion the sand and scoria formed the Monte Rosini near Nicholosa, a cone of two miles in circumference and 4,000 feet high. The stream thrown out by Ætna in 1810 was in motion at the rate of a yard a day for nine months of the eruption; and it is on record that the lava of the same mountain, after a terrible eruption, was not thoroughly cool and consolidated for ten years after the event. In the eruption of Vesuvius, A. D. '79, the scoria and ashes vomited forth far exceeded the entire bulk of the mountain; while in 1660 Ætna disgorged 20 times its own mass. Vesuvius has sent its ashes as far as Constantinople, Syria, and Egypt; it hurled stones eight pounds in weight to Pompeii, a distance of six miles, while similar masses were tossed up 2,000 feet above the summit. Cotapaxi has projected a block of 100 cubic yards in volume a distance of nine miles; and Sumbawa, 1815, during the most terrible eruption on record, sent its ashes as far as Java, a distance of three hundred miles.

## ONE OF THE ANCIENTS.

The long, bended neck apes humility, but the supercilious nose in the air expresses perfect contempt for all modern life. The contrast of this haughty "stuck-up-iveness" (it is necessary to coin this word to express the camel's ancient conceit) with the royal ugliness of the brute, is both awe-inspiring and amusing. No human royal family dare be uglier than the camel. He is a mass of bones, faded tufts, humps, lumps, splay joints and callosities. His tail is a ridiculous wisp, and a failure as an ornament or fly-brush. His feet are simply big sponges. For skin covering he has patches of old buffalo robes, faded, and with the hair worn off. His voice is more disagreeable than his appearance. With a reputation for patience, he is snappish and vindictive. His endurance is overrated—that is to say, he dies like a sheep on an expedition of any length, if he is not well fed. His gait moves every muscle like an ague. And yet this ungainly creature carries his head in the air, and regards the world out of his great brown eyes with disdain. The Sphinx is not more placid. He reminds me, I don't know why, of a pyramid. He has a resemblance to a palm-tree. It is impossible to make an Egyptian picture without him. What a Hapsburg lip he has! Ancient, royal? The very poise of his head says plainly, "I have come out of the dim past, before history was; the deluge did not touch me; I saw Menes come and go; I helped Shoofoo build the great pyramid; I knew Egypt when it hadn't an obelisk nor a temple; I watched the slow building of the pyramid at Sukkara. Did I not transport the fathers of your race across the desert? There are three of us—the date palm, the pyramid, and myself. Everything else is modern. Go to!"—Chas. Dudley Warner's "My Winter on the Nile."

## HOW COLONEL WAKE'S LIFE WAS SAVED.

The following anecdote, which we take from "Old Westminster School Days," a charming volume of reminiscences concerning this historic school, is a pleasant one, and worth remembering:

"There is a story connected with Dr. Busby's rule at Westminster during the times of trouble, that must always find a place in any of the traditions of the school. All Westminsters are aware that at one time a curtain hung on 'the pancake bar' which was drawn to divide the upper from the under school. This curtain was one day torn during the school hours by a boy named John Glynn. The unfortunate little fellow was in a terrible fright at the prospect of the flogging which he knew the Doctor would give him. Seeing this, a generous and plucky friend, named William Wake, offered to take the blame and the flogging. Glynn evidently had not pluck enough to refuse such an offer, so Wake was punished for tearing the curtain. In the year 1654, among the prisoners who had been taken at Salisbury at the time of Penruddock's unsuccessful rising, was William Wake, who had become a Colonel in the Royalist army. He was brought before Cromwell's judges and sentenced to death.

"Immediately after the trial, one of the judges mounted his horse and rode as fast as he could to have an interview with the Lord Protector. He asked as a personal favor that Colonel Wake's life might be spared. His petition was granted, and the judge had the satisfaction of saving the life of a man who, when a boy, had taken a flogging from Dr. Busby in his stead—for the judge was John Glynn. After the Restoration of Charles II., Dr. Busby had the honor of showing the King over the school. It was on this occasion that the Doctor apologized for keeping his cap on in the King's presence, because, as he explained, it would never have done to let the boys think there was a greater man in the world than himself."

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